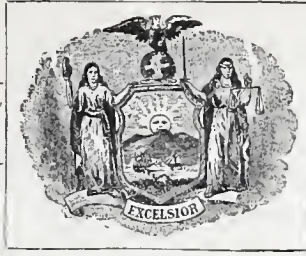


# ARBOR DAY,

May 8,



1891.

STATE OF NEW YORK,

*Department of Public Instruction,*

SUPERINTENDENT'S OFFICE,

*Albany, February 23, 1891.*

It is gratifying to note the increasing enthusiasm and interest manifested in the observance of Arbor Day in this State. In 1889, 5,681 school districts observed the day, and 24,166 trees were planted. In 1890, 8,106 school districts participated, and 27,130 trees were planted. It is probable that more than half a million school children and others united in observing the day in 1890. In almost every instance appropriate literary exercises accompanied the planting of trees, and many ingenious and elaborate programs were arranged. It has proved to be a pleasant school festival.

Although the effect of its observance upon forestry problems may be slight, it is certain that the interest shown must awaken in all a love for Nature, and a reverence for her works, which cannot be taught in any other way. If nothing further has been accomplished, very much has been done toward making pleasant and attractive, thousands of the school grounds of the State. This result is cause for gratification, as it emphasizes the importance of providing agreeable surroundings for the school children of the State. The influence of pleasant surroundings goes far to create in the minds of pupils a love for the beautiful, which will enrich their whole lives.

Interest in this work has been greatly stimulated during the past year, by the offer of prizes for best kept school grounds, full particulars concerning which are given on another page. It is hoped that a renewal of the offer for the present year will increase the interest in this competition.

It is decided to have a second vote taken for a State Flower, confining the choice to the two leading candidates of 1890, the rose and golden rod, inasmuch as the total vote of these candidates did not equal half the entire vote cast. Particular attention is directed to the form and regulations concerning the method of returning the vote.

The suggestion heretofore made is now renewed, that "in some sections of our State it may be impracticable to delay the planting of trees until the eighth day of May. In such cases it is recommended that trees be planted when this work can most successfully be done, and that all districts unite in observing Arbor Day by literary exercises on the day fixed by the law."

Very truly,

*A. S. Draper*

*Superintendent.*

## SUGGESTIONS FOR THE OBSERVANCE OF ARBOR DAY, 1891.

### *THE STATE FLOWER.*

[See "Arbor Day in 1890," page 6, and statement under "Form of Report," page 8.]

### *PATRIOTISM.*

It is fitting in all Arbor Day exercises in our schools, that patriotism should be combined with tree-planting. Love of nature and love of country go well together. Let the national flag with forty-four\* stars float over every school-house, and in the exercises of the day let the "Star Spangled Banner," "America," and other patriotic songs be sung with the songs which more distinctly relate to the day. Where more than one tree may be planted, let one be dedicated to some patriot or soldier whose name is associated with our country's history.

### *COLLECTIONS OF WOOD, ETC.*

Public recognition will be made in the circular of 1892, of the student in the common schools who will transmit to the Superintendent of Public Instruction, before October 1, 1891, the best collection of bark, wood-sections, leaves and fruit of the Maple tree, taking into consideration variety, artistic preparation, etc. [This offer was made in the circular of 1890, and one contribution was received. It is repeated, in the hope that it may receive more general attention.]

### *SPECIMEN PROGRAMS.*

If specimens of programs of exercises used on Arbor Day are sent to the Superintendent of Public Instruction, before October 1, 1891, such as merit special recognition will be published in the next forthcoming Annual Report.

### *CLASS EXERCISES.*

Let the members of a class each representing some particular tree, describe how the tree grows, where it is found, what the wood or fruit is good for, etc. A great variety of facts can thus be brought out in an instructive and entertaining manner. It would add interest if each speaker would omit the name of the tree represented, leaving hearers to decide upon the name.

### *USES OF TREES IN POETRY.*

Have some person give quotations from the poets to show what trees have been used in poetry to typify certain qualities, as, for instance, the oak typifying strength; the willow, sadness, etc.

### *BEST AMERICAN POEM ON NATURE OR TREES.*

At exercises to be held on Arbor Day, 1891, all the teachers of the State will be requested to express their choice by vote for the best American Poem on Nature or Trees. Announcement will be made in the next succeeding circular of the detailed vote. Send name and choice of poem to the Superintendent of Public Instruction before October 1, 1891.

### *FARMERS' CLUBS.*

Where schools are made up largely from families of farmers, a Farmers' Club or Forestry Convention, or Grange, might be organized, arranging the program in parts, under subjects: Why trees should be planted.—The effect of destroying forests.—How to plant and care for trees.—Lessons from Nature about trees.—Lessons from history about trees.—The habits of trees.—The enemies of trees, etc., etc. The pupils selected for the first part of program could organize the Club by electing a chairman, etc., in regular way, and go through their part as regularly as any organization of the kind. They would then adjourn and the next exercise would follow, choosing the same or different officers as might be advisable. The plan should be as real as possible. This exercise would be of practical benefit in familiarizing with such proceedings those taking part in them.

### *HOW TO PLANT TREES—WHAT TO PLANT.*

The Arbor Day circular of 1889 contained very full suggestions on this subject, prepared especially by the Forestry Division of the U. S. Department of Agriculture. These suggestions were also published in the Thirty-sixth Annual Report of the Superintendent of Public Instruction (page 880), a copy of which has been supplied to each school district of the State. In case this report cannot be referred to, a copy of the circular of 1889, containing these directions, will be forwarded upon application to the Superintendent. A copy of the circular of 1890, containing an article on "Pruning Trees," will be forwarded on application.

Some competent person should be selected in every school, when practicable, to explain carefully how to transplant trees and shrubs in a skillful manner, and also how to take care of them after transplanting.

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"Flowers are the sweetest things God ever made and forgot to put a soul into."—BEECHER.

\*Including one star for Wyoming, which has attained Statehood since July 4, 1890.

"The best verses I have produced are the trees I have planted."—HOLMES.

## PREPARING A PROGRAM.

**CAUTION: Do not make the Program too long.**

### SUGGESTIONS.

1. Arrange program suited to age and ability of pupils.
2. Aim to give such *variety* to program as will most interest pupils and patrons.  
The following features are recommended from which selections may be made—the arrangement of which must be left to the tact and judgment of the teacher.
1. **Devotional Exercises**—Reading of Scripture (selections concerning trees, etc.); Prayer; Song.
2. **Reading**—of Arbor Day Law, page 3; of Circular, page 1; of Extract, page 8; of Letters received.
3. **Songs**—Let singing be arranged to afford a pleasant variety to exercises. Short songs are best.  
Combine patriotic songs with those relating particularly to Arbor Day.
4. **Readings**—Arrange selections, when advisable, so as to include more than one pupil, giving each pupil one verse or more.
5. **Essays—Orations**—These should be brief, consisting of original productions relating to trees, their habits, location, uses, etc.
6. **Declamations—Recitations**—Brief and stirring selections should be used. There is a wide field for selection under this head.
7. **Remarks by Visitors**—Should be very short and pointed. Not too many speakers.
8. **Address**—A short address suitable to the day.
9. **Class Exercises**—These can be made attractive, instructive and interesting for all grades of pupils. Let each pupil in class recite a verse, with closing verse in concert. A single selection may be divided or verses may be taken from more than one selection. (See Class Exercises, page 2.)
10. **Vote on "State Flower"**—See that ballots are provided and inspectors appointed in advance, that there may be no delay.

## PROGRAM—AT THE TREE.

**Suggestions:** Arriving at the place designated for the planting of a tree, everything should be found in readiness by previous preparation, in order that there may be no delay. By arrangement, the tree should be dedicated to some particular person as may have been decided. It would be well to have printed or painted on tin or wood, and attached to the tree, the name of the person to whom it is dedicated.

After a marching song has been sung on the way to the tree, the following order of exercises is suggested:

1. **Place the Tree Carefully in Position.** (See 5, below.)  
NOTE.—When advisable, the tree may be placed in position in advance of the exercises.
2. **SONG.**
3. **A brief statement by the teacher or another concerning the person to whom the tree is dedicated.**
4. **When practicable, recital of quotations from the writings of the person thus honored.**
5. **Let each pupil in the class, or such as may be designated, deposit a spadeful of earth.**
6. **SONG.**

NOTE.—Where impracticable to plant trees,—shrubs, vines or flowers may be substituted. A flower bed may be laid out, and vines set in or seeds planted.

### AN ACT TO ENCOURAGE ARBORICULTURE.

Chapter 196.

Approved, April 30, 1888.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

SECTION 1. The Friday following the first day of May in each year shall hereafter be known throughout this State as Arbor Day.

§ 2. It shall be the duty of the authorities of every public school in this State, to assemble the scholars in their charge on that day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

§ 3. The State Superintendent of Public Instruction shall have power to prescribe from time to time, in writing, a course of exercises and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on Arbor Day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid, shall promptly provide each of the schools under his or their charge with a copy, and cause it to be adopted and observed.

§ 4. This act shall take effect immediately.



**PRIZES FOR BEST-KEPT DISTRICT SCHOOL GROUNDS, 1890-1891.**

Through the liberality of Mr. William A. Wadsworth of Geneseo, New York, the Superintendent of Public Instruction was enabled last year to offer two cash prizes of \$100, and \$50, respectively,\* to the common school districts in the State showing the best-kept school grounds. Dr. William J. Milne, president of the State Normal College; Mr. J. Russell Parsons, Jr., of Hoosick Falls, and Mr. William S. Egerton, superintendent of Washington park at Albany, were designated as a committee to determine the matter. They awarded the first prize to school district No. 12, of the town of Columbus, Chenango county, and the second prize to school district No. 11, of the town of Watervliet, Albany county, and the prizes have been paid to the districts named. (See illustrations of school buildings and grounds.)

The continued liberality of Mr. Wadsworth in this direction enables the Superintendent to repeat the offer of prizes this year, for the first and second best-kept Rural District School Grounds.

The generous donor of the prizes is desirous of stimulating public interest in the adornment and care of school premises, and yet he is not willing to encourage the planting of flowers and shrubs in such profusion or in such a manner as will prevent the children from having a suitable ground for sports. The arrangement and grouping of trees, shrubs and flowers, as well as the care of the grounds, will enter into the estimate in determining who are the prize winners.

The prizes are to be bestowed upon the competitors from the *rural districts*. The larger villages are deemed to be sufficiently able to provide large and tastefully arranged lawns, consequently, they will not be permitted to compete.

The schools which were successful in securing the awards in 1890, will be allowed to compete for *honorable mention*, but not for the money.

A photograph is to be taken of the school grounds, sufficiently large to afford a fair opportunity of judging. This is to be accompanied by a *diagram* with *full explanation* concerning the location and character of walks, the kind and condition of fences, the kind and location of trees and shrubs. This statement is to be made by the trustees of school districts competing, indorsed by the school commissioner having jurisdiction. These photographs and statements are to be forwarded to the Superintendent of Public Instruction before October 1, 1891, who will refer them to a committee appointed to examine the same and determine the prizes.

Announcement of the award of prizes will be made through the public press, and prizes will be forwarded promptly to those entitled to receive them.

In this connection it is recommended that teachers invite pupils to present for exhibition in their several schools, drawings of school grounds, with suggestions as to how they may be improved or beautified. If possible, let local prizes be offered for best efforts in this direction.

**THE RIVALS.****THE ROSE AND GOLDEN ROD.***A Dual Recitation.*

## ROSE. I.

When dewy morn of balmy June  
Awakes and blushes in the east,  
When song birds pipe their sweetest tune  
And Nature spreads her grandest feast,  
Among the rare and fragrant plants  
Whose petals most of heaven disclose,  
In foremost rank—far in advance—  
There stands the sprightly, smiling ROSE.

## GOLDEN ROD. I.

When August sunset's yellow blaze  
Streams out o'er meadow, field, and lawn,  
It seeks some shrine wherein its rays  
May linger till returning dawn,  
And touching gently with its sheen  
That graceful plumage of the sod  
Its constellated gems of green  
Are changed to glorious GOLDEN ROD.

## ROSE. II.

Its home is on the wide, wide plains,  
In valleys where wild torrents foam,  
In solitudes where silence reigns,  
And by the cotter's humble home.  
It cheers alike the rich and poor,  
On Alpine heights, or by the sea,  
By castle wall and peasant's door—  
It justly claims ubiquity.

## GOLDEN ROD. II.

Its home is in the sterile soil  
Deserted by the rustic swain  
Because it yields not for his toil  
The recompense he would obtain.  
By wall and ledge, and rock, and mound,  
Where'er neglect and ruin reign  
In greatest beauty there 'tis found  
To cheer and clothe the earth again.

## ROSE. III.

Could blushing beauty born of heaven,  
Or world-wide worship win the prize,  
Could fragrance, fancy, fame, or even  
The rich rays of reflected skies  
Soothe sorrow's sharp and scorching sting,  
And give the world complete repose,  
Then men should shout and children sing—  
"The flower of State must be the *Rose!*"

## GOLDEN ROD. III.

Down in the soul there dwells a thought  
That finds expression not in word,  
That counts display and promise naught  
Unless a voice divine is heard,  
That speaks to cheer the desolate,  
That yields a balm distilled from God:  
Whose type should be the flower of State  
The sun-lit, heaven-born *Golden Rod*.

JARED BARTHTE.

## ARBOR DAY—1891.

"It never rains roses; when we want  
To have more roses we must plant more trees."—GEORGE ELIOT.

### LIST OF SELECTIONS

#### APPROPRIATE FOR ARBOR DAY EXERCISES, ADAPTED TO ALL GRADES.

Among the Trees .....	BRYANT.	Little Acorn. ....	MRS. M. H. HUNTINGTON.
Antiquity of Freedom ..	BRYANT.	Little Brown Seed in the	
April and May .....	CELIA THAXTER.	Furrow. ....	IDA W. BENHAM.
An April Day .....	LONGFELLOW.	Little Planter .....	ANON.
Arbor Day Invocation ..	PARR HARLOW.	Marriage of the Flowers.	S. H. M. BYERS.
Arbor Day poem ....	LILLIAN E. KNAPP.	My Elm Tree. ....	REBECCA D. RICKOFF.
Arbutus. ....	ELAINE GOODALE.	Oak and the Mistletoe	
Blushing Maple Tree ..		Seed .....	
Breathings of Spring ....	MRS. HEMANS.	Oak, The. ....	LOWELL.
Building of the Ship. ....	LONGFELLOW.	Our Almanac .....	ALDRICH.
Children in the Wood. ....	PERCY.	Palm Tree .....	WHITTIER.
Children's Arbor Day		Plant a Tree .....	LUCY LARCOM.
March .....	E. A. HOLBROOK.	Planting of the Apple	
Clematis .....	DORA REED GOODALE.	Tree .....	BRYANT.
Dance of the Daisies ....	MRS. S. M. B. PIATT.	Popular Poplar Tree ...	BLANCH W. HOWARD.
Daffy down Dilly. ....	ANON.	Resurgam. ....	S. S. SHORT.
Discourse on Trees. ....	BEECHER.	Rock-a-bye Baby on the	
Fair Tree .....	LADY WINCHELSEA.	Tree Top .....	ANON.
Famous and Curious		Somebody's Knocking ..	ANON.
Trees. ....	ANON.	Song to the Maple Tree ..	E. A. HOLBROOK.
Forest Hymn .....	BRYANT.	Spare the Trees. ....	MADAME MICHELET.
Forest Song. ....	W. H. VENABLE.	Spring Song. ....	KATE HAWTHORN.
Forest Trees .....	ELIZA COOK.	State Tree .....	MRS. B. C. RUDE.
Freedom's Flower (Gol-		They've Cut the Wood	
den rod). ....	MARIAN DOUGLAS.	Away. ....	ANON.
Gingerbread Tree. ....	HARRIET P. SPOFFORD.	Tree Burial. ....	BRYANT.
Golden Rod. ....	ELAINE GOODALE.	Tree that Tried to Grow.	
Green Things Growing ..	MRS. CRAIK.	Under the Apple Tree ..	ELIZABETH A. ALLEN.
Hail, Arbor Day .....	LIZZIE D. ROOSA.	Under the Old Elm ....	LOWELL.
Historic Trees. ....	E. C. DELANO	Under the Palms .....	GEORGE WILLIAM CURTIS.
How an Apple Tree		Under the Washington	
Grows .....	ANON.	Elm. ....	HOLMES.
How the Leaves Came		Under the Willows ....	LOWELL.
Down. ....	SUSAN COOLIDGE.	Waiting to Grow .....	ANON.
In a Forest .....	SOUTHEY.	What Do We Plant? ..	HENRY ABBEY.
Ivy Green .....	DICKENS.	Woodman, Spare that	
Kind Old Oak .....	ANON.	Tree .....	MORRIS.
Last Dream of the Old			
Oak Tree .....	HANS C. ANDERSEN.		

## ARBOR DAY.

### BEST PLAN FOR ITS MOST PROFITABLE OBSERVANCE.

#### A Gold Medal for the Best Essay.

**[This Prize was Offered in the Circular of 1890, but as there were no Competitors, the offer is Repeated.]**

A gold medal will be awarded to the student in the Common Schools of the State, who will present the best essay on the best plan for the most profitable observance of Arbor Day. The essay must not exceed four hundred words in length, and must be sent before December 1, 1891, to the School Commissioner or City Superintendent having jurisdiction over the school of which the writer is an attendant. The writer must sign the essay with a fictitious name, which with the writer's real name and address must be given on a card, and placed in a sealed envelope. This envelope must be enclosed with the essay and sent under seal to the School Commissioner or City Superintendent. The commissioner or superintendent will appoint three persons to examine the essays received, and select the best, which will be forwarded with small envelope accompanying the same, to the State Superintendent of Public Instruction. He will appoint three persons to examine the essays thus forwarded, and determine which is the best essay. The envelopes containing the real and fictitious names of writers shall not be opened until the committee shall have made its decision and report to the State Superintendent. The writer of the best essay, as thus determined, shall receive a gold medal.

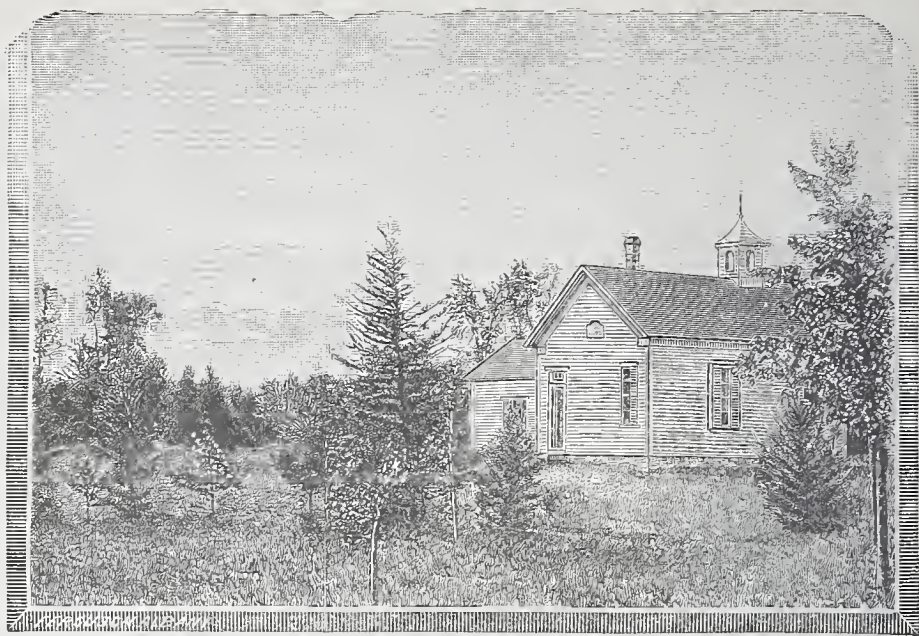
The name of the successful essayist will be announced in the Arbor Day Circular of 1892, and the medal will be presented on Arbor Day.

"Now is the time for those who wisdom love  
Who love to walk in virtue's flowery road,  
Along the lovely paths of spring to rove,  
And follow Nature up to Nature's God.—BRUCE.

On every blooming tree, now  
Nature hangs her mantle green.



WADSWORTH PRIZES FOR BEST KEPT DISTRICT SCHOOL GROUNDS, 1890.  
First Prize, \$100.



DISTRICT NO. 12, COLUMBUS, CHENANGO CO., N. Y.

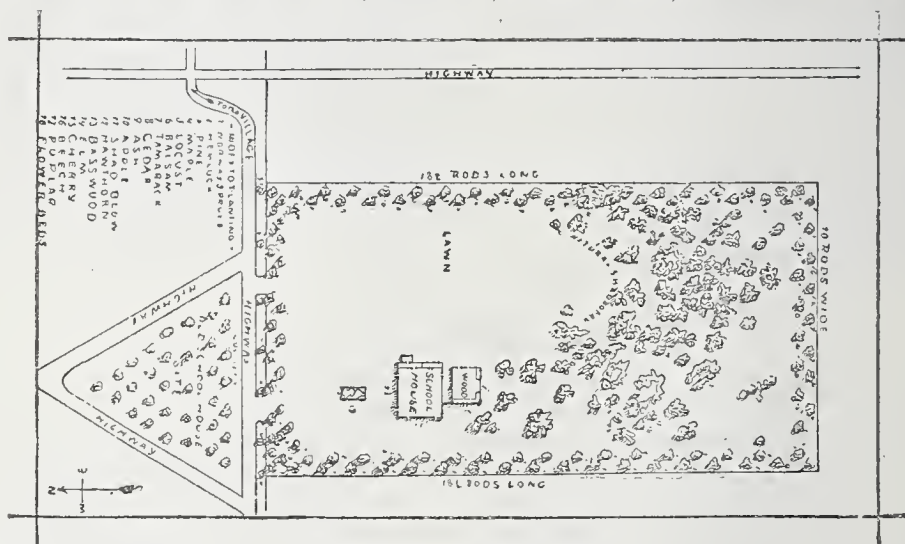


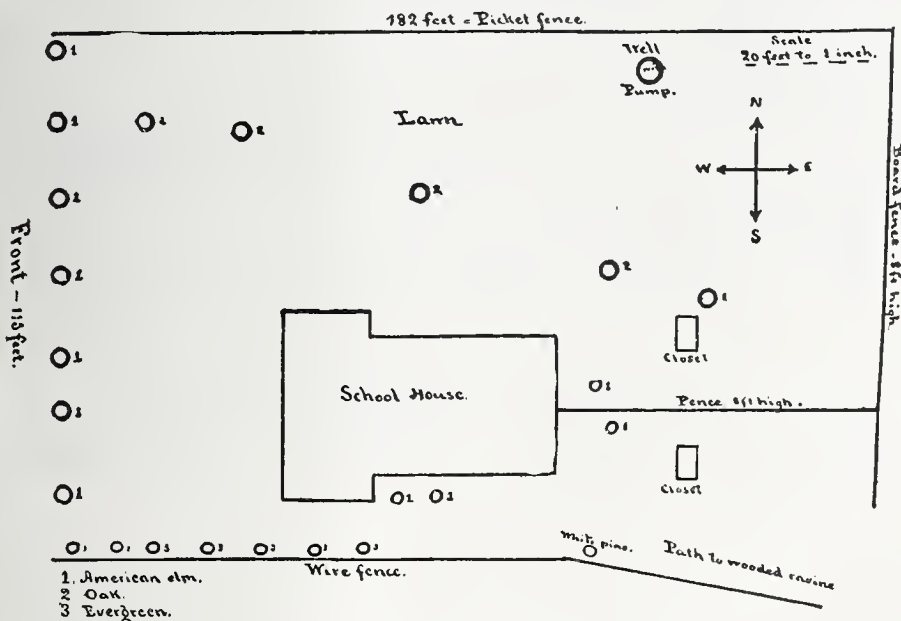
DIAGRAM OF SCHOOL GROUNDS.  
SCHOOL DISTRICT No. 12, COLUMBUS, CHENANGO COUNTY.



THESE "SCHOOL GROUNDS" DID NOT RECEIVE A PRIZE.



DISTRICT NO. 11, WATERVLIET, ALBANY CO., N. Y.



SCHOOL DISTRICT No. 11, WATERVLIET, ALBANY COUNTY (P. O. LOUDONVILLE).

"Give fools their gold and knaves their power;  
Let fortune's bubbles rise and fall;  
Who sows a field, or trains a flower,  
Or plants a tree, is more than all."—WHITTIER

"Who does his duty is a question  
Too complex to be solved by me.  
But he, I venture the suggestion,  
Does part of his that plants a tree."

"I am midway to believe  
A tree among my far progenitors,  
Such sympathy is mine with all the race."  
—LOWELL.

"He who plants a tree, plants a hope."—LUCY LARCOM.  
"He who plants a tree loves others besides himself."



**ARBOR DAY IN 1890—HOW IT WAS OBSERVED IN NEW YORK STATE.***(Extract from the Thirty-seventh Annual Report of the Superintendent of Public Instruction.)*

The Friday following the first day of May has been observed in each of the last two years throughout the State as Arbor Day. Much interest was manifested in the observance from the beginning. The day was, however, much more generally, and I think profitably observed in 1890 than in 1889. Exercises appropriate to the day were held in nearly all of the schools in the cities and villages, and throughout the rural districts trees and shrubs were very generally planted. As provided by law, the Department issued a general circular of instructions relative to the observance of the day, giving directions as to the best methods for transplanting trees and caring for them, and also suggesting many things which might be likely to insure the results contemplated by the Legislature in providing for the special observance of such a day by all the schools of the State.

For the purpose of arousing an interest in the matter, the children in the schools were requested to vote for a State flower as they were requested in the preceding year to vote for a State tree, when the sugar maple was selected. The vote upon the State flower developed more interest than the vote upon the tree in the preceding year. One hundred thirty different varieties were voted for. The total vote cast was 318,079, and was divided as follows:

Golden rod, 81,308; Rose, 79,666; Daisy, 33,603; Violet, 31,176; Pansy, 21,202; Lily, 16,438; Lily of the valley, 12,626; Trailing arbutus, 7,888; Buttercup, 6,127; Scattering, 29,045. Total, 318,079. The scattering votes were distributed through 121 different varieties.

It will be seen that the vote between the rose and the golden rod was exceedingly close. Indeed, during the weeks when the results were being sent in, the preponderance was sometimes in favor of one and again in favor of the other. The large interest in the matter, the fact that the vote was so close, and particularly the fact that no one flower received a majority of all the votes cast, has determined me to submit the matter again to the vote of the children in the schools, and to require that the choice shall be limited to the two flowers receiving the largest number of votes. Therefore, upon Arbor Day in May next, the children in the schools will be requested to express their preference either for the rose or the golden rod, and the flower receiving the largest vote will be held to be the State flower of the Empire State. Votes will be transmitted through city superintendents and school commissioners, and none will be counted except such as are returned to this office by the first day of July.

**FORM OF REPORT OF TREES PLANTED AND VOTE ON "STATE FLOWER."**

This blank should be *cut from the sheet* and carefully filled out by the teacher. *It is important* that a *correct statement* of the vote for State Flower be given. Each candidate should receive credit for every vote to which it is entitled. Do not shut out a minority vote in a motion to make the choice unanimous. Every person who participates in Arbor Day exercises may be allowed a vote. Let two inspectors be appointed, one a friend of the golden rod, the other a friend of the rose, and let them count the votes and report to the teacher. They should also sign the statement to be forwarded.

This report must be forwarded to the School Commissioner or City Superintendent in order that he may make final report to the Department before July 1.

Reports should *in no case* be sent directly to the Superintendent of Public Instruction.

No reports of votes cast will be received at the State Department after July 1, 1891.

To.....

SCHOOL COMMISSIONER OR CITY SUPERINTENDENT.

Following is the report of School District No..... Town of..... of trees planted and vote on "State Flower."

ARBOR DAY, May 8, 1891.

NAME OF TREE.	Number planted.	NAME OF FLOWER.	Number of votes received.
.....	.....	.....	.....
.....	.....	Rose .....	.....
.....	.....	.....	.....
.....	.....	Golden Rod .....	.....
.....	.....	.....	.....

.....  
 } INSPECTORS,  
 .....

.....  
 TEACHER.